

National Congress Bulletin

NATIONAL CONGRESS OF PARENTS AND TEACHERS
1201 Sixteenth Street, N. W., Washington, D. C.



SEPTEMBER, 1938

NATIONAL BOARD OF MANAGERS MEETS TO DISCUSS SERVICE TO 26,450 P.T.A.'s

ON September 12, 1938, members of the National Board of Managers of the National Congress of Parents and Teachers representing every section of the country will meet in Washington for one week to consider plans, policies, and methods for making more effective the work of the local parent-teacher association. Washington was chosen for the meeting because it would make it possible for the members of the National Board to come into close contact with the service facilities of the organization. Five years have elapsed since the Board held its meeting in the Capital City. Meantime the growth in membership and number of local units has brought about changes and developments in the type of service rendered. New officers, new state presidents, and new national chairmen will have an opportunity to see for the first time how the national organization touches every local unit throughout the country with service and inspiration.

On Monday and Tuesday, September 12 and 13, the state presidents will discuss with National Officers the structure and functioning of the state organization through which the services of the National Congress are made available to the local unit.

The specific services considered will include:

National Representation, which enables the members to know the officers and leaders whom they have selected to represent and serve them in presenting and interpreting the ideals and purposes of the parent-teacher movement.

National Field Service, through which members of the National Office staff make contacts with the membership for the purpose of strengthening and developing the local association.

National Publications, which are planned, published, and distributed specifically for the use of the local association.

On Tuesday, September 13, the National Chairmen will meet for a dinner and evening conference, at which time they will review and consider methods by which their committee plans and suggestions may be made increasingly effective in the program of the local unit. The National Chairmen are particularly interested at this time in discussing some significant and current problems affecting children and youth today and discovering how local associations may meet these problems.

On Wednesday morning and continuing for three days, National Officers, National Chairmen, and state presidents will meet together for the annual fall Board meeting. The agenda for the meeting indicates a wide range of topics for discussion. Through its action the Board will establish procedures and initiate activities for the work of local, state, and national organizations. Important developments growing out of this meeting will be reported in following issues of this BULLETIN.

The Executive Committee meets immediately preceding and following the Board meeting. In addition to the study and authorization of committee plans of work, consideration will be given to the program and arrangements for the National Convention to be held in Cincinnati May 1-5, 1939.

MEMBERS OF NATIONAL BOARD OF MANAGERS

President
10 Vicepresidents
Secretary
Treasurer
49 State Presidents
31 National Chairmen
President Child Welfare Company

MEMBERS OF EXECUTIVE COMMITTEE

National Officers
3 Members at Large from National Board

Facts About Our Locals

FROM THE ANNUAL
LOCAL UNIT SUMMARY

THERE are 26,450 local units with a membership of 2,222,218. Since 1934 the membership has increased each year.

1934	1,465,910
1935	1,727,703
1936	1,877,073
1937	2,056,777
1938	2,222,218

During the same period local units have also shown a steady increase.

1934	20,731
1935	23,442
1936	24,912
1937	25,500
1938	26,450

Local parent-teacher associations are located in every type of community. Approximately 46 percent of them are in rural communities and 54 percent in urban.

Parent-teacher associations are found in all types of schools. Sixty-three percent are in elementary schools, 11 percent in junior and senior highschools, and 15 percent in eleven- and twelve-grade schools.

Over 50 percent of the P.T.A.'s have a membership of fewer than 50. The following table shows the size of parent-teacher associations in 1936-1937.

Members	Associations	Percent
1 to 49	13,095	51.35
50 to 99	5,657	22.18
100 to 199	4,345	17.04
200 to 399	1,950	7.65
400 to 599	336	1.32
600 to 999	100	0.39
1,000 to 1,499	15	0.06
1,500 to 2,999	2	0.01
	25,500	100.00

Approximately 10 percent of the membership of the associations is composed of teachers.



Signposts and Guides

INTERPRETING THE GUIDING

PRINCIPLES OF PARENT - TEACHER ASSOCIATIONS

Signposts along the highway enable the traveler to choose the most direct route to his destination. If he disregards these guides he may take the wrong direction and fail to arrive at his desired goal.

● *Guiding principles* are the signposts which aid parent-teacher associations in avoiding bypaths and pitfalls, in keeping on the direct route to their goals. Guiding principles correspond to codes of ethics of business, industry, the professions, schools, colleges, youth organizations. All of these have some code of ethics which governs their conduct toward each other and their relationships with other groups. In like manner members of Congress parent-teacher associations know and respect their guiding principles and are guided by them when questions of right procedure arise.

● *P.T.A. goals*—"The object of this organization shall be to promote the welfare of children and youth in home, school, church, and community." These words, conspicuously displayed at a parent-teacher meeting, caught the eye of the principal who had come to talk to the members about some of the material needs of the school he would like to have supplied by the P.T.A. As he read on to the close of the statement of objects, his notion of a P.T.A. as a money making, equipment buying, meddlesome group vanished, and he visioned the possibilities of the parents and teachers of his school working together for the accomplishment of the high goals set forth in the objects. Instead of the talk he had intended to give, he spoke from his heart to the assembled parents and teachers about the great adventure in which they were engaged with those high goals before them. Truly, parents and teachers must understand the objects of the parent-teacher movement, must "know what it is all about," in order that they may keep first things first in their thinking and planning.

● *The objects* present the purpose of the parent-teacher organization—its reason for existing. Are these objects of vital interest in your community? Are activities which carry out these objects important in your homes, in your schools, and in your community? Is a P.T.A. needed for this purpose? If the answer is affirmative, then be sure that the membership under-

stands the real purpose of the P.T.A., and that your programs and activities are tested for their effectiveness in accomplishing these objects.

● *The purpose is educational*—Through parent-teacher programs and activities parents have an opportunity to get acquainted with each other; parents and teachers become friendly cooperators; parents become informed about the real meaning and import of education; desirable educational practices are carried over into the home; curricular and extracurricular activities are interpreted by parents; children are better understood through child study and parent education; home and family life become more harmonious and cooperative; community environment is progressively improved.

● *The P.T.A. is noncommercial*—This principle protects the P.T.A. from being diverted from its main purposes. Lists of P.T.A.'s or their officers are not released for any commercial purpose; commercial interests are not promoted at P.T.A. meetings; officers in their official capacities do not endorse any commercial interests; favors are not accepted which imply obligations.

● *The P.T.A. is nonsectarian*—Members unite on parent-teacher objectives irrespective of sectarian differences; sectarian subjects are not discussed at parent-teacher meetings; the spiritual quality of the parent-teacher program attracts adherents of all faiths.

● *The P.T.A. is nonpartisan*—Partisan discussions are excluded from parent-teacher meetings. Candidates for public office are not endorsed by a P.T.A., or by its officers. Such endorsement might bring disrupting conflict into a P.T.A. as the membership may include persons of various political beliefs. This principle in no way interferes with support of measures which promote the education and welfare of children.

Look for These Signposts

The main object of a P.T.A. is always to promote the welfare of children and youth in the total environment in which they live.

Membership is representative of all the parents of all the children.

The government of this lay organization is purely democratic. It is not controlled or directed by any individual or group.

Commercial interests must not influence or in any way control parent-teacher activities.

Adherents of all religions are equally free to be members of the association and to participate in all activities.

Partisan political action may not be taken by the organization or by its officers in their official capacities.

Adequate financial support of the public schools is a public responsibility.

The P.T.A. and school officials work together cooperatively as interested parents and citizens, recognizing that the administration of the schools is the distinctive function of regularly appointed school administrators.

Organized cooperation of home, school, and community in the interests of children and youth is the first and the last objective.

Watch the signposts and go forward on the straight road ahead.

NEW PUBLICATIONS

The Highschool Association—In this new pamphlet are outlined three topics of general interest to highschool groups for a year's meeting programs.

"Youth in Today's World," the first outline, provides for discussion of today's youth in the school, in the home, at play, at work; his health; his opportunities and preparation for the larger citizenship.

"A New Type of Secondary School Curriculum" considers "subject matter, methods of instruction, social life in many of its phases, student government activities, and opportunities offered to make choices and accept their consequences." The monthly program topics, grouped under the headings Intellectual Development, Physical Health, Emotional Health, Social Well-being, Ethical Appreciations, offer practical subtopics for discussion. Another year's topic, "Social Services and the Highschool Student," provides for the discussion of any one or all four of these phases: Public Recreation, Public Libraries, Public Health, and Public Welfare.

Parent-Teacher News

Our items this month are a reflection of the activities to which attention is called in the Editorial in the August-September issue of the NATIONAL PARENT-TEACHER.



One-Night Museum

When treasure chest meets treasure chest—that's a museum.

And when all the heirlooms, collections, scientific wonders, craftsmanship, and recreational curios in town are invited to the same party—it's the annual hobby show of the local parent-teacher association.

All exhibits drew extensive patronage, but a hand loom in operation and exhibits of handmade railroads and trains owned by one of the leading citizens were the chief attractions.

Other exhibits included poisoned arrows pulled from the arms and shoulders of those who fought on the Indian battlefields; a collection of horsehair articles; hand-wrought jewelry made from Mexican money; ancient timepieces, water clocks; a cane once used by President Benjamin Harrison; linen hand-blocked by Tony Sarg; intricate paper patterns cut with cumbersome sheep shears by European peasants; pictures of the Liberty Bell, American flag, etc.; Navaho and Cheyenne Indian rugs; and a collection of dolls representing the history of fashion in the state.

This one-night museum proved to be educational and was a desirable method of raising money.

THIS is the first issue of the NATIONAL CONGRESS BULLETIN for the year 1938-1939. It has been prepared to interest and to serve the local unit. Plans are under consideration by which this BULLETIN may be made available to every one of our more than 26,000 units. The October issue will contain full details.

Volume 6

Number 1

National Congress Bulletin

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EDITORIAL COMMITTEE

Mrs. Charles D. Center

Mrs. Fred M. Raymond

Mrs. M. D. Wilkinson

Subscription price: 20 cents a year.

Entered as second class matter July 26, 1936, at the Post Office at Washington, D. C., under act of March 3, 1879.

Highschool Health Survey

The child hygiene committees of local associations in one city gave special attention to the health program of the highschool students. After a careful study by the committees, and numerous conferences with the school nurse and the highschool principals, the following suggestions were presented to the board of education:

1. Employment of additional school nurses so that one may be assigned to each senior and junior highschool
2. Designation of a room in each highschool to be known as the health room
3. Improvement of the ventilation of the senior highschool gymnasiums
4. Improvement of crowded study hall conditions
5. A lighting survey of all schools and the installation of adequate equipment

Summer Reading Project

Realizing that the vacation months provide more time for reading than the more crowded school months and deploring the fact that the school library closes its doors for three months each year, another association worked out a program for keeping the library open on certain mornings throughout the vacation months.

The cooperation of the superintendent of schools and the library authorities was secured, and a trained librarian was put in charge. The regular library rules which applied during the school year were followed.

This school library has a total of 9,750 books on its shelves; 3,171 of these books were checked out during the duration of the project. The plan has proved so successful that it will be continued next year. It may be extended to include reading for credit points in social science, science, and English courses.

A Program in the Making

What type of program should be planned for the year which will give authentic information on home and school cooperation and stimulate discussion by the membership? This was the chief concern of the program committee of still another association.

The adopted plan of presentation included: (1) a preliminary "build-up," or statement of philosophy, to enable the members to understand the reason for the demonstration, and (2) a demonstration of the topic by students, or parents and teachers, or perhaps all three.

The subject at one meeting was "Reports to Parents," which was carried out by a discussion in the form of a radio broadcast between two teachers and two parents. The demonstration showed a teacher and a pupil talking over the pupil's progress in typewriting. At the conclusion of the conference the teacher actually wrote the report to the parent on the report card.

Other subjects which were discussed are: The Safety Patrol, The Student Council, Health Teaching, Hobbies, Community Living, Levels of Growth in Music.

NEW PUBLICATIONS

Programs: Outlines and Discussion Methods—Suggestions for a year's program of meetings and related activities are offered in a new 16-page pamphlet now available from the state office. "New Ways in a New World" and "Everyday Living in a Modern World" are the subjects of the year's topics used to develop phases of the convention theme, "Changing Patterns for Group Living."

Under each monthly topic there is offered a selection of subtopics and a suggested phase of special interest to each of the three age-level groups. A list is also given of suggested cooperative activities, subjects for study, and projects that may be carried on in connection with the program.

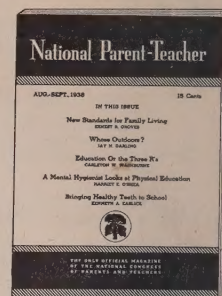
Sources for help in planning and developing a program to meet the different interests are listed, and attention is called to the new book described below.

CHANGING PATTERNS FOR GROUP LIVING

Source materials for programs based on this theme are found in the addresses and conferences given at the Salt Lake City convention. A reprint of this section of the *Proceedings* is now being made available in a 150-page self-cover book at 25 cents per copy. All materials—free or pay—may be secured from the state office.

Our National Magazine

DOES not our new kind of civilization make a broader, deeper, and more understanding education a necessity? This question sounds the keynote of the August-September issue. It is not a question to be answered by teachers alone or by parents alone. It is easy to say that parents and teachers are partners and that this partnership must be furthered and nurtured. The more difficult problem of pointing out just where and how parent-teacher cooperation may through education help the child in his living, growing, and learning, is answered in this issue.



● Carleton Washburne comes to grips with the problem in a way which reveals his knowledge of children and youth. His article "Education or the Three R's" was written with our parent-teacher audience especially in mind. Ernest R. Groves discusses another phase of this problem in "New Standards of Family Living." "Is it true that education is nothing more than the starting of the human life with intelligent habits which are particularly made use of within the family?" He answers the question and others in this, the first article in the Parent-Teacher Study Course, "The Family in a Democracy." With the same problem in mind, "A Mental Hygienist Looks at Physical Education" and tells parents and teachers how physical skill and game knowledge contribute not only to the child's physical development, but also to his mental and social well-being. Harriet O'Shea illuminates her article by the use of interesting personality pictures. She calls attention to the responsibility of parents and teachers in helping each child to derive the fullest enjoyment of life through his participation in physical education experience. Harriet O'Shea is the daughter of Professor M. V. O'Shea, long known to parent-teacher people.

● Several articles of special parent-teacher interest appear in this issue: "As Told by Our National Chairmen" is a new feature for the year. Each of our National Chairmen will speak briefly, informally, and directly to our parent-teacher readers, sharing with them the highlights of our work. Our First Vicepresident, Mrs. John E. Hayes, introduces a series of articles on "The Guiding Principles" to which each of the Vicepresidents will contribute during the year. The Editorial this month discusses the compelling question as to what constitutes a parent-teacher program of work.

● The dentist speaks in this issue in the person of Kenneth A. Easlick who claims that parents and teachers, by cooperating in a twofold dental health program, can almost completely banish toothache. Moreover, they can contribute much to insuring healthy teeth, healthy bodies, and healthy personalities in the American schoolroom. And by the way, who was America's first dentist?

● "Grades! Grades! Grades! Just what do grades and marks signify?" Lucile Rust discusses this question in a most helpful way and declares that when parents, as well as teachers, understand the principles back of grades and marks, they will be able to help their children attain their really great goals.



The *National Parent-Teacher* is the Official Magazine of the National Congress of Parents and Teachers. Because it is so definitely and completely a parent-teacher magazine, it has a universal and constant appeal to all who want to know how the home, the school, and the community may work together successfully in the interests of children and youth.

The material in the *National Parent-Teacher* touches the work of all committees. Realizing this, alert leaders seek opportunities to bring it to the attention of all members. They know that a widespread use of the *National Parent-Teacher* will lead to the development of associations made strong by a participating membership. They know that the Magazine will supplement addresses at meetings, conferences, and institutes, and will help to keep the membership interested in the work of the association.

● The National Congress is eager to cooperate with all officers and chairmen—state and local—who want their membership to profit by reading the *National Parent-Teacher*. A new Packet of promotional material is ready for immediate distribution to local Magazine chairmen. The Packet contains a *Handbook* of information and instructions, a receipt book, and samples of subscription blank and leaflet which may be ordered in quantity, free of charge. Has your Magazine chairman received one of these Packets?

Since nothing equals the fine results achieved when officers and chairmen take a personal interest in promoting the *National Parent-Teacher*, may we suggest that you

1. Talk about the Magazine whenever an opportunity arises
2. See that it is presented at parent-teacher meetings as part of the educational program of the association
3. Invite people to avail themselves of the service which it offers and make it convenient for them to subscribe at meetings.

The subscription rate is \$1 per year for ten issues. Discounts, club offers, combination rates with either state or other publications, two-year and three-year rates, have been discontinued.

Single copies are not sent on consignment. There is no reduction from the established single copy price of 15c.

Unless the state branch has given other instructions, send all subscriptions to—

National Parent-Teacher
1201 Sixteenth Street, N. W.
Washington, D. C.

● "How Do You Know When You Are in Love?" many young people are asking. It really isn't a matter that has to be settled at seventeen. And no one can tell them—no one can say for certain! Marion L. Faegre charmingly discusses the subject and concludes that one needs to be emotionally as well as physically mature to be able to shoulder the task of building love that will endure!

COMING IN OCTOBER:

1. "The Changed Homemaker," Dora S. Lewis
2. "Discovering Reality," John M. Dorsey
3. "Conserving the School Child's Hearing," Horace Newhart
4. "Art in the Daily Life of the Child," Grant Wood